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ABSTRACT

Northern Arizona University's Arizona Career Ladder Research & Evaluation Project for teachers implements a procedure for rewarding teachers based on performance levels rather than on years of teaching experience and college credits. Research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. This document is a data report representing descriptive and analytical results from a questionnaire administered to ten Phase I and Phase II pilot test districts. Data are presented in the following tables: (1) data return rate by districts and year; (2) demographics for the 1987 data cycle; (3) frequencies and percentages of selected demographics for 1986 and 1987; (4) frequencies and percentages stratified on teacher career ladder participation and years of teaching experience; (5) means and change scores in perceptions of career ladder concepts; (6) composite mean perceptions for career ladder subscales by districts; (7,8,9,10 and 11) response profile of percentage agreement with specific career ladder concepts based on comparisons among selected demographics; (12) organizational climate subscales stratified within selected demographic characteristics; and (13) educator perceptions of organizational climate items by percentage agreement/disagreement and total mean scores for 1986, 1987 data cycles. A brief evaluation summary and implications is presented for each table. Also included is the Executive Summary presented to the Arizona Joint Legislative Committee on Career Ladders. Thirteen data tables, a letter to professional educators, demographic information sheet and a perception assessment scale conclude this document. (JD)

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DESCRIPTIVE & ANALYTICAL RESULTS FOR THE 1986-87 CAREER LADDER DATA CYCLES

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Research data presented to the

Joint Legislative Committee on Career Ladder Programs

Arizona State Capitol, House Wing

November 10, 1987

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NORTHERN ARIZONA UNIVERSITY
CENTER FOR EXCELLENCE IN EDUCATION

Dr. R. Packard

October 15, 1987

EXECUTIVE SUMMARY: The 1987 Preliminary Report To The Arizona Joint Legislative Committee On Career Ladders

Overview

In 1985, the Arizona Legislature established a five year career ladder pilot test program for teachers, under the direction of the Joint Legislative Committee on Career Ladders (JLCCL). The purpose of this pilot program is to implement a procedure for rewarding teachers based on performance levels rather than on their years of experience and college credits. The program currently operates with fifteen districts; seven of the nine original districts who have implemented career ladder plans; three additional districts who started a year later and are now beginning the implementation phase; and five new districts who this year are developing their district plan for implementation next fall. Research on, and evaluation of, the programs in all fifteen school districts is being conducted by the Center for Excellence in Education at NAU in cooperation with researchers from the UA and ASU.

Research & Evaluation Methodology

The general program evaluation is designed as an improvement model. In order to enhance both the pilot models and teacher performance, research data is collected each spring, analyzed and fed back to the districts for improvement of key program components. Each fall, data results and evaluative observations are reported to the Joint Legislative Committee on Career Ladders for consideration and related decision making. By law, this process is to continue through 1989.

Concepts Crucial to Program Reform

Through a review of professional literature and examination of current trends in the United States, the project researchers have identified five areas which are crucial to program progress. (In the past, programs like career ladders have failed due to a lack of attention to one or more of these categories). The program areas include: (1) Availability of adequate research & evaluation information for decision makers, (2) Presence of healthy levels of organizational climate within the work environment, (3) Willingness of teachers and professional organizations to support and participate in educational reform, (4) Commitment of adequate levels of finance & funding with a balanced use of monetary and non monetary rewards and (5) Local awareness of the potential for substantive change and willingness to develop and adjust to a program based on local resources, support and unique circumstances.

Taking these five crucial areas into account, a district must seek answers to questions like the following in order to develop a program with the best chances for impact and success: To what extent do the published points of view of teacher organizations impact on the way local teachers respond to program initiations? Has there been adequate input from those affected? Is it inherently a teacher improvement and development program? Is the teacher evaluation instrumentation and process viewed as being fair and objective? Is teacher performance in relation to student academic achievement appropriately assessed? Is there a balance between extrinsic and intrinsic rewards?

Collection and Analysis of Data

Annually, each individual program participant is asked to fill in a questionnaire aimed at assessing individual perceptions of career ladder concepts (e.g., effectiveness, appropriateness, impact). A list of fourteen demographic areas of comparison are shown on page 5 of the preliminary report. In addition to the types of questions which survey the concepts listed within the fourteen areas, participants respond to open-ended questions asking for general identification of program strengths and weaknesses.

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Summary of Program Results

Based on preliminary results, the program shows major trends as follows: Career ladder teachers support CL concepts to a much higher degree than non CL teachers; greater amounts of experience are associated with lesser support for CL concepts; the greater amounts of inservice the greater the support for CL concepts; females support CL concepts to a much higher degree than do males; presence of perceptions of a healthy organizational climate are significantly related to appreciation of CL concepts; ethnicity is a factor in how "General CL Concepts" are viewed, e.g.s, in priority order, Asians, Blacks, Native Americans and Hispanics have a greater degree of agreement to CL concepts than do Whites; to a high degree, CL teachers are significantly more positive than non CL teachers in several areas, e.g.s, "attracts high quality people," "will improve instruction," "will improve student progress," and "time requirements are worth benefits gained." The report to follow will show extreme differences among districts in levels of appreciation of CL concepts.

Recommendations for JLCCL Consideration

Based on three years of cooperative work with districts, preliminary evaluation of research results, and ongoing review of programs throughout the country, the following recommendations are made: (1) Districts should be formally encouraged by the JLCCL to develop their own research base, (2) The JLCCL should formally recognize the newly developing district "network" as a means to dissiminate information for cooperative support and development of district programs and to assist in the research and evaluation efforts for effective local change, (3) The JLCCL should be aware that for the best teaching performance, career ladder programs may not be appropriate for all educators; this is due to variabilities in teacher characteristics, programs involving high levels of perceived competition and establishment of specific degrees of staff differentiation, (4) The JLCCL should be cognizant of the fact that all teachers probably want to be accountable, and can be accountable based on a standard district evaluation process, whether they are career ladder teachers or not, (5) It is important for evaluative efforts within the programs to continue to study current trends which are showing that non career ladder and other categories of teachers are causing a decline of perceptions toward career ladder concepts, while their appreciation of the school environment in CL districts remains high, (6) Due to a limited amount of time for collection of appropriate research data, the recent addition of new districts to the program and the need for districts to have more time to test their plans, the JLCCL should take steps to extend the career ladder project through 1990. For continuity, the program should remain under the jurisdiction of the JLCCL.

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DESCRIPTIVE & ANALYTICAL RESULTS & EVALUATIVE SUMMARY FOR THE CAREER LADDER 1986-87 DATA CYCLES

Dr. Richard D. Packard, Project Manager

On October 15, 1987, the RESEARCH & EVALUATION: 1987 Preliminary Report for the Career Ladder Teacher Incentive and Development Program, was presented to the Joint Legislative Committee on Career Ladders (Packard, 1987). This document is a data report which basically substantiates those previous summary results. The material that follows, predominantly represents descriptive and analytical results from the "Perception Assessment Scale," (Packard, R., Aleamoni, L., Bierlein, L. & Helmstadter, G., 1986) administered to ten Phase I & Phase II pilot test districts, for their yearly program evaluation cycle (see Exhibit A). The data will be provided to each district for their own analysis and interpretation so that they may continue career ladder program improvements.

District Data Return Rate

Table 1, describes data return rates for 1986 and 1987, by district code and amount of increase or decrease from the first to second year research cycles. An evaluative summary and implications follow the table.

Table 1

Data Return Rate by District and Year

District	1986 Returns	1987 Returns	N	Return Rate	
				Increase	Decrease
01	26.5%	55.00%	358/650	+28.5	
02	95.4%	100.00%	163/163	+04.6	
03	58.5%	77.90%	60/77	+19.4	
04	65.8%	32.40%	88/272		-33.4
05	29.6%	86.30%	270/313	+56.7	
06	21.9%	83.80%	733/875	+61.9	
07	27.8%	49.70%	358/720	+21.9	
08		63.10%	65/103		
09		52.20%	1635/2992		
10		67.20%	121/180		
Total Return Rate	46.5%	66.76%	3851/6345	+20.3	

Evaluative Summary & Implications. The range of data returns was between 32.4% for district code 04 to 100.0% for district code 02, with a total return rate of 66.76%. This represented an overall increase of 20.3% from the 1986 returns. In the future, for valid and reliable data analysis, districts with returns under 70% may not remain under investigation utilizing research procedures which require survey questionnaire techniques. If they remain in the program, direct and on site observational techniques may be required. For the next evaluation cycle, the project is considering a differentiation of required return rates depending on whether the teacher is on a career ladder track or is a nonparticipant.

In the past, some districts have returned data forms in stapled and mutilated conditions. These types of data returns may not be analyzed in the future or may be returned to the district for correction of administration procedures.

Demographics For The 1987 Data Cycle

Table 2, describes frequencies and percentages of specific demographic data related to project research interests. Specific areas depicted are the following, (1) school level, (2) type of position, (3) sex, (4) ethnicity, (5) degree earned, (6) hours of inservice development, (7) teaching experience, (8) placement on the career ladder, (9) evaluative observations received, (10) position type conducting evaluative observations and (11) administrative years of experience (see Table 2 on pages 9 through 10).

Evaluative Summary & Implications. There is a considerable diversity of individual characteristics, conditions and experiences within career ladder districts. Many of these variables have been, and will continue to be, compared and analyzed to describe, evaluate and improve career ladder program plans and activities. Implications are that district plans may be found to be successful even though there is a wide diversity in individual characteristics and program methodologies and procedures.

Table 8, shows a considerable decrease in appreciation of career ladder concepts for those with greater teaching experience. Implications are that districts should be aware of the large percentage of teachers in the 8 to 15 year range, and study the reasons for some of the negative trends resulting from respondents in this group. Also, the fact that close to 70% of the respondents report four or fewer hours of inservice education, is of great concern. Table 9, shows a much more positive response toward career ladders for those receiving five or more hours of inservice development.

Frequencies & Percentages of Selected Demographics For 1986 & 1987 Data Cycles

Table 3, depicts demographic trends by frequencies and percentages for both the 1986 and 1987 data cycles. Selected categories include level of employment, level of education, years of experience and amount of inservice development for teachers (see Table 3 on page 11).

Evaluative Summary and Implications. While there was a considerable increase in the number of individuals being studied, the percentage of those represented on the elementary and secondary levels of employment remained constant. There was a noticeable decrease in the percentage of individuals reporting a masters or greater level

of education and an increase in those with less than a masters degree. There was a considerable increase in the percentage of participants in the 8 - 15 years of experience category, while there was a noticeable decrease in individuals receiving less than 5 hours of inservice related to general career ladder and evaluation procedures.

Frequencies and Percentages Stratified on Teacher Career Ladder Participation & Years of Teaching Experience

Table 4, shows frequencies and percentages for 1987, stratified on the two characteristics of teacher career ladder participation and years of teaching experience. While Table 3, depicts similar data, Table 4, collapses years of teaching experience into the three categories of, 1 to 7, 8 to 25, and over 25, and consequentially, these were the strata which were cross compared in Table 8. Also, Table 4, adds the new category of career ladder participation. Some districts have already implemented their programs and others are just beginning the project, therefore, this results in three categories of teacher participation in career ladder programs. These strata are, (1) Teachers who have been placed on the ladder - phase I districts, (2) Teachers who did not apply for the CLP - phase I and phase II districts, and (3) Teachers who applied, but were not placed due to the fact that (at the time of evaluation) their districts had not yet accomplished placement of teachers on the ladder - phase II districts (see Table 4 on page12).

Evaluative Summary & Implications. Over fifty percent of the teachers in career ladder districts have either applied for placement or have been placed on the career ladder program. Implications are that a majority of teachers in districts are interested in working with the career ladder reform movement. Also, a majority of teachers in districts are shown to be in the 8 to 25 years of experience range. As previously stated, Table 8, shows teachers in the 8 to 25 year category to be more negative toward career ladder concepts than those with fewer years of experience. Districts should be aware of this fact and attempt to address the implications.

Means & Change Scores in Perceptions of CL Concepts

Table 5, depicts mean scores and increases or decreases in perceptions of career ladder concepts for 1986 and 1987 data cycles. A mean and change score is shown for each specific item assessed on the "Perception Assessment Scale," along with the subtotals for each of the five career ladder components of, "General CL Concepts," "Staff Development & Training Concepts," "Teacher Evaluation System Concepts," "Peer Evaluation Concepts," and "Career Ladder Placement Concepts" (see Table 5 on pages 13 through 14).

Evaluative Summary & Implications. The greatest amounts of increase in perceptions of career ladder concepts from 1986 to 1987 were observed in the areas of, "Money Awards Available" (+.439), "Intrinsic Rewards Available" (+.362), "Administrators Evaluate Fairly" (+.152), and "Teachers Have Enough Selection Input For Peer Evaluators" (+.256). The greatest amounts of decrease were shown in, "Retains Most Competent People" (-.310), "Will Improve Instruction" (-.229), "Will Improve Teacher Morale" (-.505), "Will Improve Perceived Professional Status" (-.267), "Time Evaluators Spent Observing Teachers Is Sufficient To Ensure Proper Placement On The

Ladder" (-.173), "Peer Evaluators Are Well Trained" (-.225), "Peer Evaluation Is Used Formatively" (-.336), "Staff Cooperation Is Encouraged" (-.509), and "Teachers Are Adequately Involved In The Development Of The District Career Ladder Program" (-.254).

In mean scores, the most positive agreement for career ladder concepts are in the areas of, "Monetary Awards Available" (2.764), "The District Provides Adequate Resources For Teaching Skill Development" (2.578), "The Evaluation Instruments Clearly Define The Various Levels of Teaching Performance" (2.589), "Administrators Evaluate Teaching Performance Fairly" (2.624), "The CLP Provided Teachers With Opportunities for Continued Advancement" (2.633) and "Top Level Responsibilities Are Appropriate" (2.530). The five most negative areas are, "Retains The Most Competent People" (2.094), "Student Outcomes Reflect Performance" (2.054), "Teachers Have Enough Peer Evaluator Selection Input" (2.072), "Peer Evaluation Improves Staff Cooperation" (2.049), and "Clear Criteria For Program Participation Have Been Established For Personnel Whose Job Description Differs From A Regular Classroom Teacher" (2.004).

At the time of the evaluation, implications were that, overall trends were slightly toward the negative end of the scale, but there are also positive trends in some areas assumed to be key to program success. For example, literature has indicated that a major reason for program failures in the past was due to the lack of confidence in administrators' capabilities to evaluate fairly and objectively. This category of the study shows mean confidence levels of "administrators evaluate fairly," to have positively changed from a score of 2.475 to 2.624, thereby, moving from the disagree side of the scale to the agree side.

Composite Mean Perceptions For Career Ladder Subscales by District

Table 6, shows composite mean perceptions on seven career ladder subscales for ten pilot districts. The specific career ladder concept components of GEN, STF, TEV, etc., are spelled out by the key immediately following the table. Also shown, are the range and median scores for each component (see Table 6 on page 15).

Evaluative Summary & Implications. Among many evaluative statements which can be made as a result of the descriptive data shown in Table 6, the following are representative examples: (1) The greatest range differences from low to high scores appear in the areas of "Staff Development and Training Concepts" (STF) and "Peer Evaluation Concepts" (PEV), (2) In "Staff Development and Training Concepts," district 03 was low with a mean score of 2.05 and district 04 was high with a score of 2.98, (3) While there was a wide range in the area of "Peer Evaluation Concepts," the only districts who could gain from evaluative review would be those which are actually utilizing peer evaluators, (4) In reviewing career ladder components in columns the two highest mean scores are shown in the areas of "Organizational Climate" and "Staff Development and Training Concepts," (5) In reviewing rows, districts 02, 05, 06, 04, 08 and 01 with a range from 2.76 to 2.48 show the highest mean scores, and districts 03, 09, 07 and 10 (with a range from 2.20 to 2.36) show the lowest mean scores.

Implications are that there is a wide range of differences among districts in the way professionals view career ladder concepts. Districts are advised to review their own scores and the specific career ladder concepts being assessed

within each of the major components (GEN, STF, etc.) and attempt to improve low scores. Also, districts with low scores may need to communicate with those in the high range to evaluate effective approaches for program improvement. Work with the newly organized "Arizona Career Ladder Network" may be another means to secure assistance for program development.

Response Profile of Percentage Agreement With Specific Career Ladder Concepts Based on Comparisons Among Selected Demographics

Tables 7, 8, 9, 10 and 11, show percentages of agreement with career ladder concepts based on comparisons of stratified demographic characteristics of interest. The following is a listing of areas of comparison between or among selected variables:

Percentage comparisons are shown between or among the following characteristics:

1. Table 7 - Teachers placed on the career ladder, nonparticipants and those who have applied or intend to apply but have not yet been placed (see Table 7 on pages 16 through 21).

2. Table 8 - Years of experience based on 1-7, 8-25 and Over 25 (see Table 8 on pages 22 through 27).

3. Table 9 - Hours of inservice development, based on 0 to 4 hours, and 5 or more (see Table 9 on pages 28 through 33).

4. Table 10- School level, based one elementary, middle school/junior high and high school (see Table 10 on pages 34 through 39).

5. Table 11- Job type, based on whether the respondent was an administrator or teacher (see Table 11 on pages 40 through 45).

Evaluative Summary & Implications. While tables for tests of significance between and among the several variables of interest are not shown in this document, in actuality, Chi Square statistical treatment of data resulted in high levels of significance for all comparisons. By viewing the percentages for each table, one can readily see the extreme diversity in agreement or disagreement to career ladder concepts, when compared on specific demographic characteristics.

Table 7, shows an extreme difference in agreement with career ladder concepts among those teachers on the ladder, nonparticipants in the program and those applying, but not yet placed. In many cases, there was a range from 20 to 30 percentage points between teachers on the ladder and nonparticipants, with those not participating usually quite negative about program concepts, while participants were found to normally be very positive. Implications were, that the slightly negative trends from 1986 to 1987 data can largely be attributed to nonparticipants.

There are some interesting observations to be made in relation to some of the specific career ladder concepts. A

list of some examples are: Regardless of participation status, (1) teachers did not believe career ladder programs would encourage teacher cooperation and improve teacher morale, (2) they didn't feel they had adequate input into selection of peer evaluators, (3) adequate assistance was not seen to have been available which would have provided teachers information and support regarding development of materials submitted for evaluation, (4) clear criteria for career ladder participation was perceived to not have been established for personnel whose job descriptions differ from a regular classroom teacher.

Regardless of participation, teachers felt monetary rewards were available and administrator and peer evaluators were well trained. Perceptions of support resources for developing teaching skills were very positive and teachers felt the evaluation instruments clearly defined the various levels of teaching performance. Most agreed that administrators evaluated fairly and that evaluators were trained well. The majority agreed that there was a fair appeal process and the program provided opportunities for continued advancement without leaving the classroom.

Table 8, shows extreme differences in agreement with career ladder concepts based on number of years of experience. Fewer years of experience in teaching was related to a much higher appreciation for career ladder concepts. If this trend continues to hold true through the total pilot test, implications are that during program implementation phases, teachers with greater amounts of experience may not have a motivational advantage in moving into the career ladder program.

Table 9, depicts significant differences in agreement with career ladder concepts based on numbers of hours of inservice development. For 38 out of 40 career ladder concepts assessed, those teachers receiving five or more hours of inservice development were significantly more positive about program components than those reporting four or fewer hours of inservice development.

Implications are that greater amounts of inservice activities are clearly more advantageous to program development. For plans experiencing difficulties, it would be advisable to institute corrective measures that address communication and inservice education.

Table 10, shows some differences in agreement with career ladder concepts based on school level. Elementary and middle school/junior high school levels were consistantly more positive toward career ladder concepts than high school teachers, although, the differences were not extensive.

Implications are that teacher job levels of elementary, middle/junior high and high school, may not be a major problem in positive implementation of career ladder programs.

Table 11, depicts significant differences between administrator and teacher agreement with career ladder concepts. Administrators were significantly more positive about career ladder programs than were teachers.

In the future, the effect this condition will have on program development is not known. One possible association to be studied relates to the fact that the organizational climate section of the research data indicates that teachers felt they have good leadership models. It will be important to see if the highly positive perceptions of career ladder leaders will influence teacher perceptions of program components in the future.

Organizational Climate Subscales Stratified within Selected Demographic Characteristics

Table 12, depicts means of organizational climate for selected and stratified demographic characteristics on the subscales of, "General Career Ladder Concepts," "Staff Development and Training Concepts," "Teacher Evaluation System Concepts," "Peer Evaluation Concepts," and "Career Ladder Placement Concepts." The table also shows the grand means for the stratified demographic variables and subscales, the composite means for subscales, and the composite grand mean (see Table 12 on page 46).

Evaluative Summary & Implications. Briefly, the subscale and grand means show the following kinds of results in relation to stratified demographic characteristics: (1) Teachers who had applied for the CLP and those who had applied and been placed on the ladder had a higher regard for their working environment than those who did not apply for the program, (2) Teachers with greater amounts of teaching experience had a lower regard for their working environment, (3) Administrators had a higher regard for their working environment than did teachers, and (4) Elementary and secondary teachers were very similar in their perceptions of the working environment. Composite means pooled across demographics were generally very high with the exception of "General Career Ladder Concepts."

Implications are that while teacher and administrator perceptions are generally very high in regard to organizational climate, the specific concepts of, "Encourages Teacher Morale," and "Encourages Teacher Cooperation," within the "General Career Ladder Subscale," have a considerable negative effect on total perception scores.

Educator Perceptions of Organizational Climate Items by Percentage Agreement, Disagreement and Total Mean Scores for 1986, 1987 Data Cycles

Table 13, shows teacher and administrator perceptions of specific organizational climate items by percentages of respondents who strongly agree (SA), Mildly Agree (MA), Mildly Disagree (MD), and Strongly Disagree (SD), and including total mean scores for the 1986, 1987 data cycles (see Table 13 on page 47).

Evaluative Summary & Implications. Since adjustments were made in the "Organizational Climate" items from 1986 to 1987, total comparisons are difficult. There are some item areas which show variations of note. For examples, between areas of extremely high support and those with lessor support, the following components have been dichotomized and listed:

Extremely high rated components were,

1. "I feel by work has clear purpose."
2. "I have feelings of being successful in my job assignment."
3. "I feel my job has functional importance to the organization."
4. "I feel secure about my job status."
5. "I am provided a cooperative work environment."

The 5 lowest rated components were,

1. "I work in an environment free from excessive stress."

2. "I have a feeling of being rewarded for a job well done."
3. "I feel good about the communication level in my organization."
4. "I am consistently provided knowledge of progress."
5. "I feel there is a strong social network in my organization."

Implications are that respondents feel very good about themselves, their work and success in carrying out professional responsibilities. They felt less good about levels of stress, rewards for their work, organizational communication (a factor of communication is knowing if they are making progress or not), and feelings related to social interrelationships. In general, teachers felt they were "provided a cooperative work environment," but they did not believe the career ladder program "encourages cooperation among teachers."

Conclusion

For future development of career ladder plans, pilot districts should become aware of the descriptive and analytical results, evaluative summarys and implications contained in the narrative and tables of this document.

Table 2

Demographics Across Total School District
Arizona Career Ladder Projects
For 1987 Data Cycle

SCHOOL LEVEL WORKED		
Elementary	2089	54.2%
Middle/Junior High	758	19.7%
High School	948	24.6%
DNA	40	1.0%
0	16	.5%
Total	**3851**	**100.0%**

POSITION IN DISTRICT		
Teacher	3223	83.7%
Librarian	76	2.0%
Counselor	77	2.0%
Other Resource	360	9.3%
Bdlg. Administrator	79	2.1%
Central Office Admins.	25	.6%
0	11	.3%
Total	**3851**	**100.0%**

RESPONDENT'S GENDER		
Female	2709	70.3%
Male	1033	26.8%
0	109	2.8%
Total	**3851**	**100.0%**

RESPONDENT'S ETHNICITY		
Anglo	3265	84.8%
Hispanic	197	5.1%
Native American	112	2.9%
Black	30	.8%
Asian	32	.8%
Other	57	1.5%
0	158	4.1%
Total	**3851**	**100.0%**

DEGREE EARNED		
Bachelors	498	12.9%
BA+	1541	40.0%
Masters	374	9.7%
Masters	1366	35.5%
Doctorate	49	1.3%
0	23	.6%
Total	**3851**	**100.0%**

HOURS DISTRICT INSERVICE		
0 - Hours	1474	38.3%
1 - 4 Hours	1140	29.6%
5 - 8 Hours	296	7.7%
9 - 12 Hours	131	3.4%
13+ Hours	557	14.5%
0	253	6.6%
Total	**3851**	**100.0%**

Missing Data = 0

Table 2 (Continued)

YEARS TOTAL AS TEACHER			
1 - 3	Years	613	15.9%
4 - 7	Years	734	19.1%
8 - 15	Years	1502	39.0%
16 - 25	Years	694	18.0%
25+	Years	193	5.0%
0		115	3.0%
TOTAL		3851	100.0%

BEEN PLACED ON CLP		
Yes	1048	27.2%
No	2126	55.2%
No Placement	531	13.8%
0	146	3.8%
TOTAL	3851	100.0%

WILL APPLY FOR CLP		
Yes	962	25.0%
No	1589	41.3%
DNA	1043	27.1%
0	257	6.7%
TOTAL	3851	100.0%

NUMBER OBSERVATIONS RECEIVED		
0	1722	44.7%
1 - 3	919	23.0%
4 - 6	302	7.8%
7 - 9	177	4.6%
10+	474	12.3%
DNA	21	.5%
0	236	6.1%
TOTAL	3851	100.0%

WHO CONDUCTED OBSERVATIONS		
Only Bldg Admin.	1084	28.1%
Bldg. Admin. & Peer	241	6.3%
Bldg. & Cent. Office	124	3.2%
Bldg. , Cent., & Peer	87	2.3%
Other Combinations	135	3.5%
DNA	1176	30.5%
0	1004	26.1%
TOTAL	3851	100.0%

YEARS AS ADMINISTRATORS		
3, Or Less	61	1.6%
3 - 7 Years	53	1.4%
8 - 15 Years	48	1.2%
16 - 25 Years	28	.7%
Over 25 Years	41	1.1%
0	3620	94.0%
TOTAL	3851	100.0%

Table 3

Selected Demographic Trends For 1986 & 1987 Data Cycles

	1986	1987
Level of Employment		
Elemementary level educators	1439 (74.4%)	2847 (73.9%)
Secondary	464 (23.9%)	948 (24.6%)
Level of Education		
Masters degree or higher	849 (55.2%)	1789 (46.5%)
Indicated less than a masters degree	1044 (44.8%)	2039 (52.9%)
Years of Teaching Experience (teachers)		
1986 Categories / 1987 Categories		
Under 3 years / 1 - 3 years	378 (19.5%)	613 (15.9%)
3 - 7 years / 4 - 7 years	446 (23.0%)	734 (19.1%)
8 - 15 years / 8 - 15 years	586 (29.4%)	1502 (39.0%)
16 - 25 years / 16 - 25 years	312 (16.1%)	694 (18.0%)
over 25 years / over 25 years	47 (2.4%)	193 (5.0%)
Teacher Inservice on CLP (procedures and evaluation)		
Teachers receiving between 0 - 4 hours	1480 (76.5%)	2614 (67.9%)
Teachers receiving between 5 - 12 hours	164 (8.4%)	427 (10.1%)
Teachers receiving 13 or more hours	127 (6.6%)	253 (6.6%)

Table 4

Composite Frequencies & Percentages

by Selected Demographic Characteristics

for the 1987 Data Cycle

	FREQUENCY	PERCENT
Teachers who applied for CLP, but not yet placed	962	(25.0%)
Teachers who did not apply for CLP	1589	(41.3%)
Teachers who are placed	1043	(27.1%)
1-7 years teaching experience	1347	(35.0%)
8 - 25 years teaching experience	2196	(57.0%)
Over 25 years teaching experience	193	(5.0%)

Table 5

Means & Change Scores in Perceptions

of Career Ladder Concepts for 1986-87 Data Cycles

		1986 Mean		Directional Change	
				Increase	Decrease
GENERAL CAREER LADDER CONCEPTS					
14	Attract High Quality People	2.435	2.264		.171
15	Retain Most Competent People	2.404	2.094		.310
16	Will Improve Instruction	2.568*	2.339		.229
17	Student Progress Improvement	2.396	2.220		.176
18	Encourage Teacher Cooperation	2.015-	1.887-		.128
19	Improve Teacher Morale	2.273	1.768-		.505
20	Improve Perceived Professional Status	2.620*	2.353		.267
21	Money Rewards Available	2.325	2.764*	.439	
22	Intrinsic Rewards Available	1.808-	2.170	.362	
23	Goals Clearly Communicated	2.475	2.438		.037
	Means and Changes Subtotals	2.332	2.230		.102
STAFF DEVELOPMENT & TRAINING CONCEPTS					
24	Received Adequate Inservice	2.317	2.356	.039	
25	Administrators Well Trained	2.478	2.419		.059
26	Peer Evaluators Well Trained	2.373	2.331		.042
27	Adequate Teacher Skills Resources	2.561*	2.578*	.017	
	Means and Changes Subtotals	2.432	2.421		.011
TEACHER EVALUATION SYSTEM CONCEPTS					
28	Performance Levels Clearly Indicated	2.607*	2.589*		.018
29	Administrators Evaluate Fairly	2.472	2.624*	.152	
30	Consistent Evaluation Procedures	2.285	2.253		.032
31	Evaluation Time Sufficient	2.594*	2.421		.173
32	Time Worth Benefits gained	2.317	2.153		.164
33	Right Achievement Emphasis		2.401		
34	Student Outcomes Reflect Performance		2.054		
	Means and Changes Subtotals	2.455	2.356		.099

Table 5 (Continued)

		1986 Mean	1987 Mean	Directional Change Increase	Directional Change Decrease
PEER EVALUATION CONCEPTS					
35	Chosen For Top Qualifications	2.325	2.140		.185
36	Well Trained Evaluators	2.666*	2.441		.225
37	Teachers Have Enough Selection Input	1.816-	2.072	.256	
38	Peer Evaluation Used Formatively	2.618*	2.282		.336
39	Peer Evaluation Used Summatively	2.479	2.292		.187
40	Staff Cooperation Encouraged	2.558*	2.049-		.509
	Means and Changes Subtotals	2.410	2.213		.197
CAREER LADDER PLACEMENT CONCEPTS					
41	Fair Appeal Process	2.485	2.461		.024
42	Advance Criteria Understood	2.352	2.416	.064	
43	Can Stay At Same Level	2.419	2.494	.075	
44	Challenging CLP Criteria	2.309	2.158		.151
45	Evaluation Materials Standards - Criteria Clear	2.389	2.444	.055	.
46	Adeuqate Help for Evaluation Materials	2.220	2.298	.078	
47	Opportunities For Advancement	2.657*	2.633*		.024
48	Adequate Teacher Involvement	2.704*	2.450		.254
49	Net Positive Benefits of Top Responsibility	2.418	2.265		.153
50	Clear Personnel Criteria	2.047-	2.004-		.043
51	Top Responsibilities Appropriate	2.625*	2.530		.095
52	Enough Trained Personnel	2.404	2.361		.043
53	Teacher Input On Revisions	2.450	2.348		.102
	Means and Changes Subtotals	2.421	2.374		.047
	TOTAL MEANS	**2.410**	**2.319**		**.094**

#MEAN - Range = 1.000 - 4.000

(*) depicts means in positive range

Values from 1.000 - 2.500 = Generally Negative
Values from 2.501 - 4.000 = Generally Positive
(-) depicts means in extreme negative range

Table 6

Composite Means and Totals by District and Career Ladder Subscales

DISTRICT	GEN	STF	TEV	PEV	CLP	CLM	STU	TOTAL
01	2.32	2.56	2.36	2.30	2.38	2.95	2.03	2.48
02	2.66	2.94	2.72	2.69	2.62	2.92	2.46	2.76
03	2.05	2.05	2.07	2.25	2.25	2.57	2.20	2.20
04	2.17	2.98	2.45	2.69	2.37	2.95	2.22	2.60
05	2.51	2.76	2.71	2.48	2.60	2.98	2.53	2.67
06	2.32	2.70	2.53	2.48	2.61	3.11	3.41	2.63
07	2.15	2.22	2.30	2.13	2.20	2.81	2.32	2.30
08	2.44	2.66	2.70	1.98	2.65	2.92	2.49	2.56
09	2.07	2.09	2.10	2.01	2.21	3.05	2.02	2.25
10	2.48	2.23	2.44	2.06	2.31	2.65	2.51	2.36
Total Means	2.32	2.52	2.44	2.31	2.42	2.89	2.42	2.48

CL COMPONENTS		RANGE	MEDIAN
GEN	**-- General Career Ladder Concepts**	2.05 - 2.66	2.32
STF	**-- Staff Development Concepts**	2.05 - 2.98	2.61
TEV	**-- Teacher Evaluations Concepts**	2.07 - 2.72	2.45
PEV	**-- Peer Evaluations Concepts**	1.98 - 2.69	2.28
CLP	**-- Career Ladder Placement Concepts**	2.20 - 2.65	2.38
CLM	**-- School Climate Concepts**	2.57 - 3.11	2.94
STU	**-- Student Achievement Concepts**	2.02 - 2.53	2.37
TOTAL	**-- Average Score by District**	2.20 - 2.76	2.52

Table 7

Response Profile of Percentage Agree with Specific Research Components by Career Ladder Participation

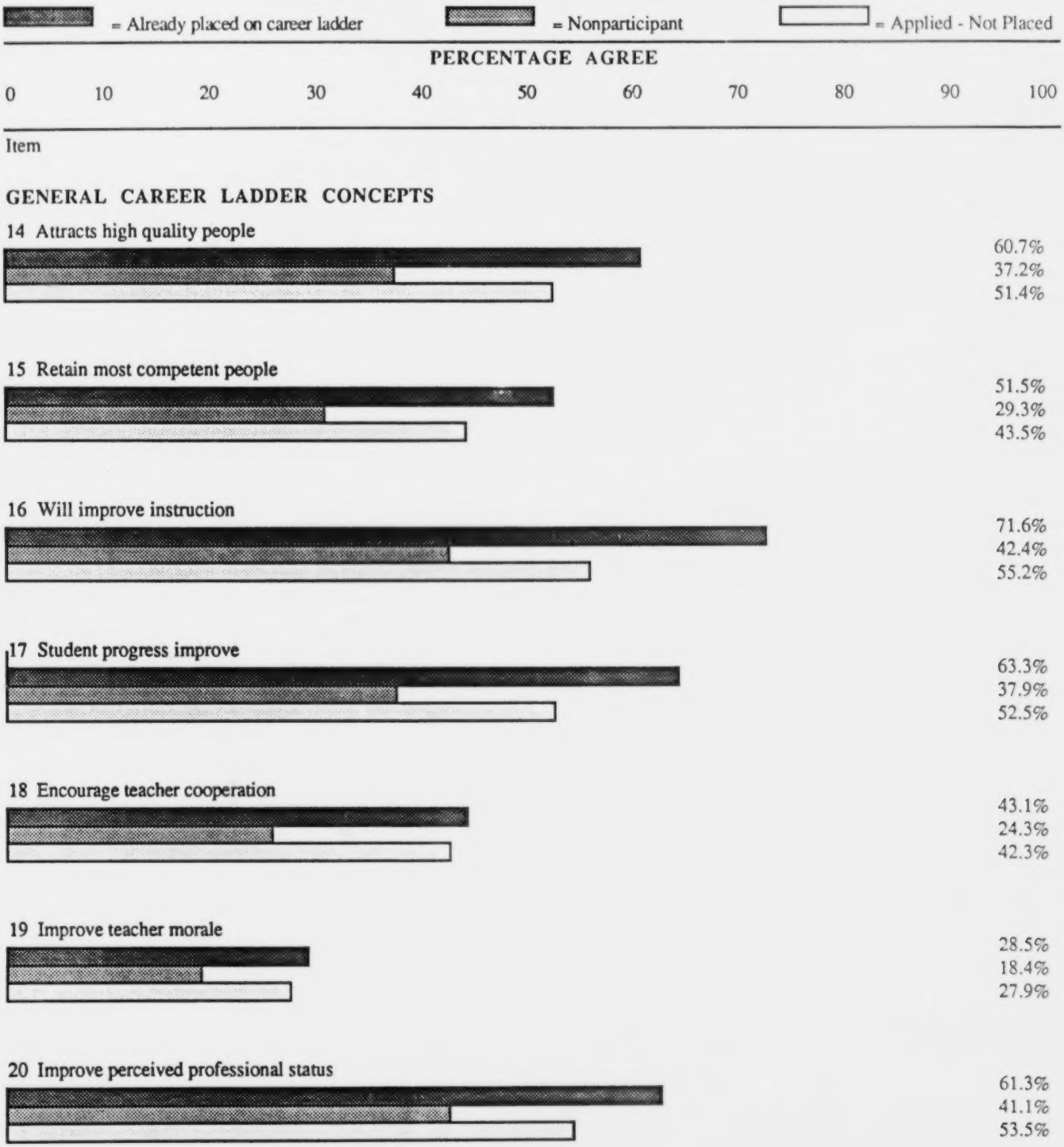


Table 7 (Continued)

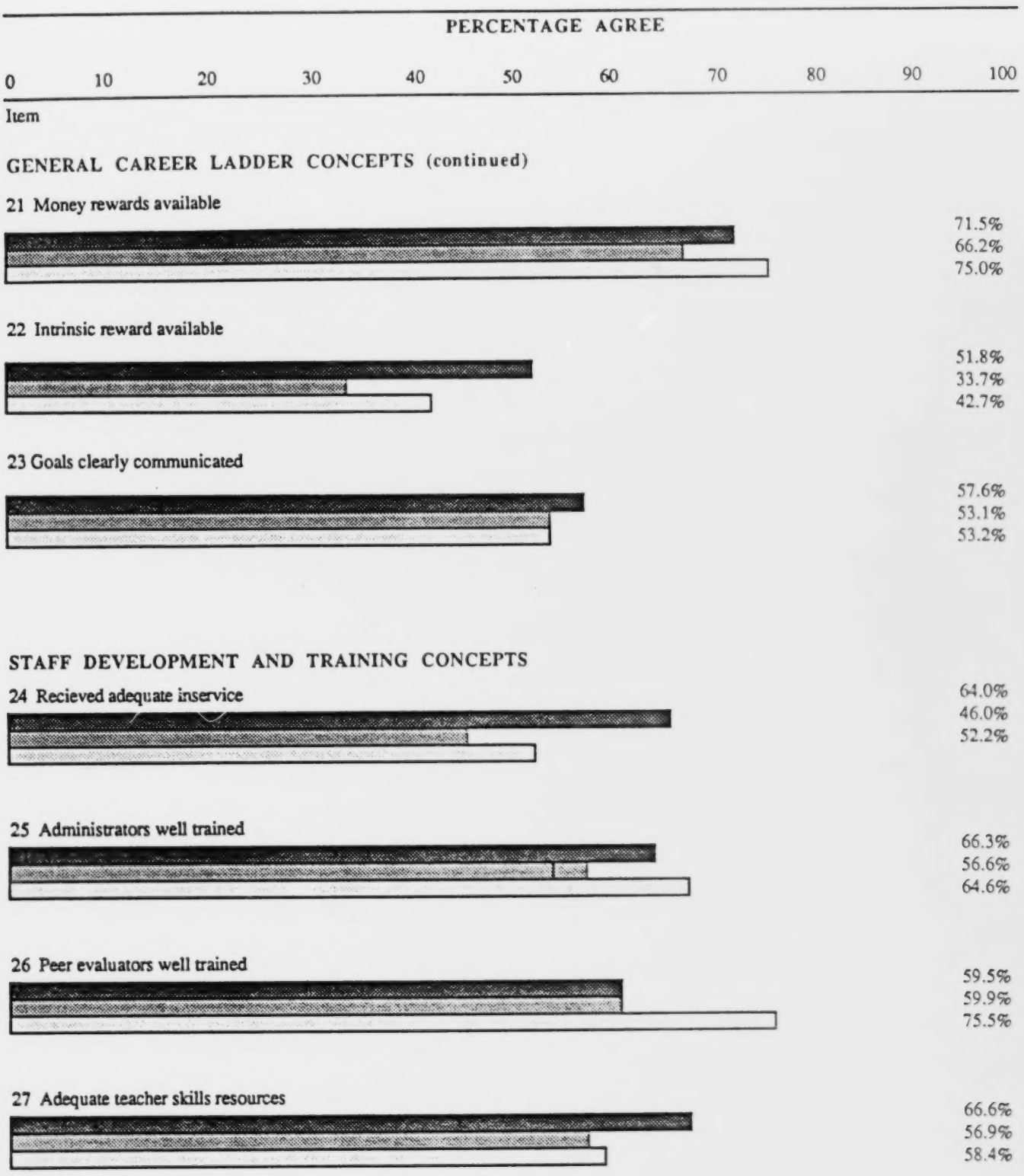


Table 7 (Continued)

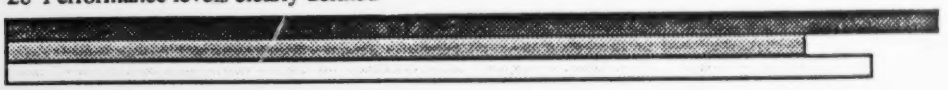
PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

TEACHER EVALUATION SYSTEM CONCEPTS

28 Performance levels clearly defined



70.7%
60.0%
64.5%

29 Administrators evaluate fairly

72.7%
57.9%
66.3%

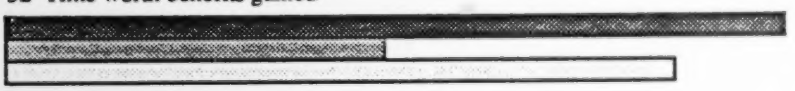
30 Consistent evaluation procedures

54.4%
42.9%
54.0%

31 Evaluation time sufficient

64.3%
48.0%
60.9%

32 Time worth benefits gained

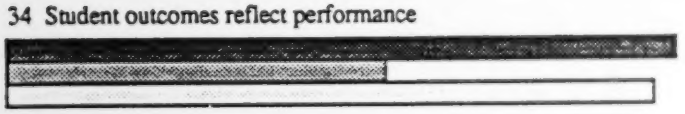


58.8%
28.6%
50.0%

33 Correct achievement emphasis

69.3%
39.4%
57.3%

34 Student outcomes reflect performance



50.1%
28.2%
47.8%

Table 7 (Continued)

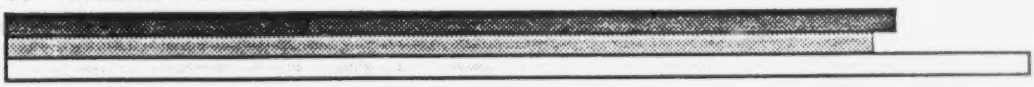
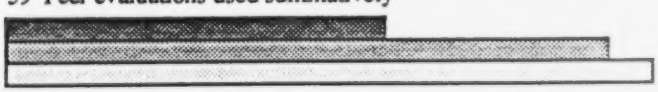
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
PEER EVALUATION CONCEPTS		
35 Chosen for top performance		54.8% 48.6% 58.3%
36 Well trained evaluators		66.7% 64.7% 77.5%
37 Teachers have enough selection input		29.2% 29.4% 27.0%
38 Peer evaluations used formatively		68.0% 45.0% 40.5%
39 Peer evaluations used summatively		27.9% 44.3% 47.1%
40 Staff cooperation encouraged		60.4% 41.7% 59.5%

Table 7 (Continued)

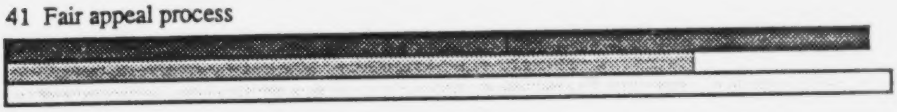
PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

CAREER LADDER PLACMENT CONCEPTS

41 Fair appeal process



64.8%
51.7%
66.7%

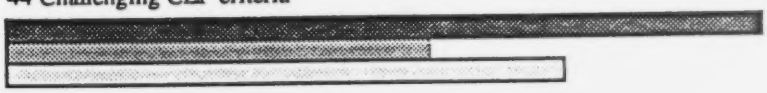
42 Advancement criteria understood

57.8%
55.8%

43 Can stay at same level

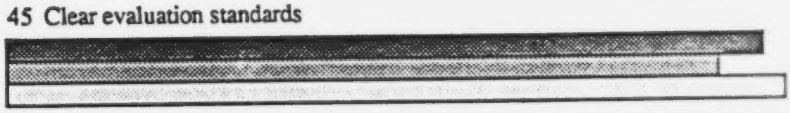
61.9%
58.0%
65.8%

44 Challenging CLP criteria



56.2%
32.0%
41.2%

45 Clear evaluation standards

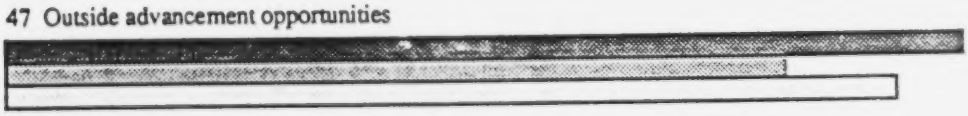


56.2%
53.0%
58.6%

46 Adequate materials assistance

47.0%
40.9%
36.0%

47 Outside advancement opportunities



72.6%
58.7%
67.9%

Table 7 (Continued)

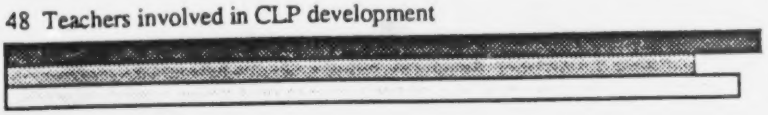
PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

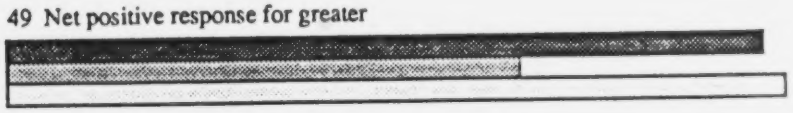
CAREER LADDER PLACEMENT (continued)

48 Teachers involved in CLP development



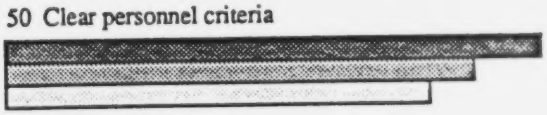
56.5%
52.0%
55.1%

49 Net positive response for greater



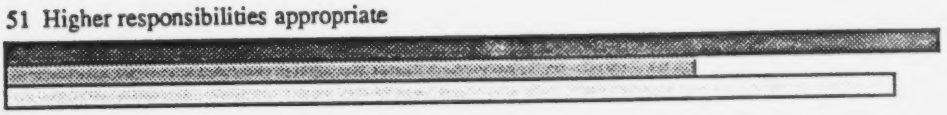
57.3%
38.7%
59.0%

50 Clear personnel criteria



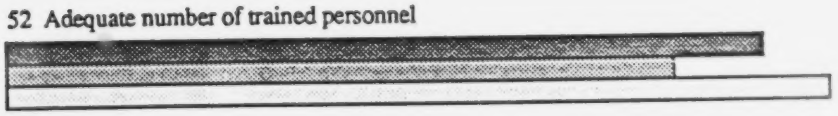
39.6%
34.3%
32.4%

51 Higher responsibilities appropriate



70.5%
51.9%
67.1%

52 Adequate number of trained personnel



56.8%
46.3%
61.7%

53 Adequate teacher input on revisions

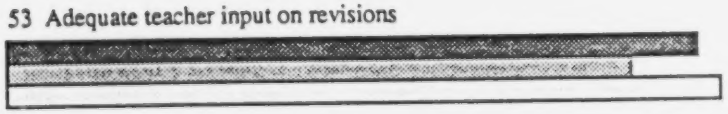


Table 8

Response Profile Of Percentage Agree
With Specific Research Components By Years Of Experience

= 1 - 7 yrs. teaching exp. = 8 - 25 yrs. teaching exp. = over 25 yrs. teaching exp.

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item			
GENERAL CAREER LADDER CONCEPTS			
14 Attracts high quality people	56.8%	40.2%	28.8%
15 Retain most competent people	47.2%	30.7%	25.8%
16 Will improve instruction	60.0%	43.9%	33.5%
17 Student progress improve	53.3%	38.0%	31.0%
18 Encourage teacher cooperation	34.9%	23.1%	18.1%
19 Improve teacher morale	29.6%	17.7%	14.3%
20 Improve perceived professional status	56.3%	43.8%	33.3%

Table 8 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

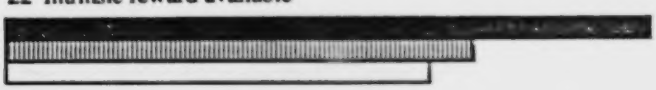
Item

GENERAL CAREER LADDER CONCEPTS (continued)

21 Money rewards available

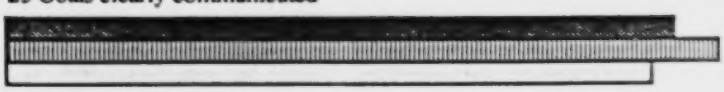
75.1%
59.6%
58.4%

22 Intrinsic reward available



48.9%
34.5%
32.7%

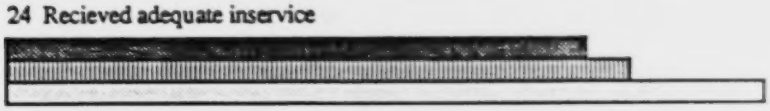
23 Goals clearly communicated



50.5%
52.4%
48.6%

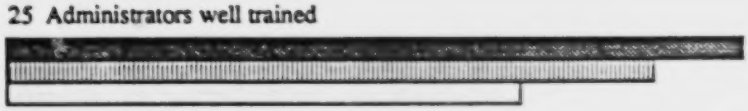
STAFF DEVELOPMENT AND TRAINING CONCEPTS

24 Recieved adequate inservice



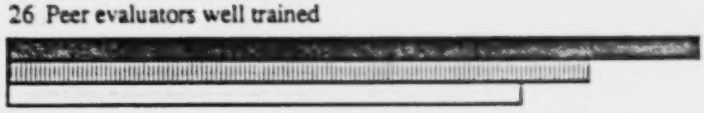
43.9%
47.2%
57.3%

25 Administrators well trained



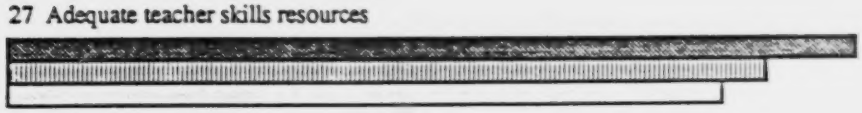
55.2%
48.1%
38.8%

26 Peer evaluators well trained



51.5%
43.9%
38.2%

27 Adequate teacher skills resources



62.5%
57.6%
53.3%

Table 8 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

TEACHER EVALUATION SYSTEM CONCEPTS

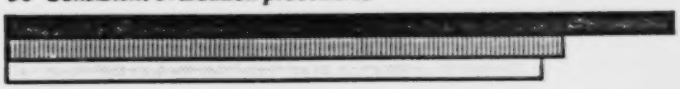
28 Performance levels clearly defined

61.5%
57.6%
53.1%

29 Administrators evaluate fairly

69.0%
57.7%
48.4%

30 Consistent evaluation procedures



49.7%
41.4%
39.2%

31 Evaluation time sufficient

54.1%
46.8%
45.2%

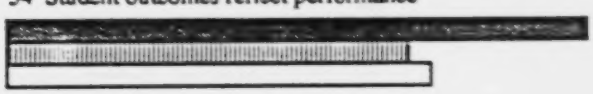
32 Time worth benefits gained

50.3%
34.1%
33.1%

33 Correct achievement emphasis

62.2%
46.5%
42.4%

34 Student outcomes reflect performance



43.0%
30.6%
32.0%

Table 8 (Continued)

PERCENTAGE AGREE										
0	10	20	30	40	50	60	70	80	90	100

Item	
PEER EVALUATION CONCEPTS	
35 Chosen for top performance	50.1% 37.2% 19.6%
36 Well trained evaluators	57.8% 50.1% 39.7%
37 Teachers have enough selection input	46.4% 32.5% 21.8%
38 Peer evaluations used formatively	54.5% 41.0% 28.4%
39 Peer evaluations used summatively	51.1% 41.7% 35.9%
40 Staff cooperation encouraged	48.1% 31.8% 20.2%

Table 8 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

CAREER LADDER PLACMENT CONCEPTS

41 Fair appeal process

58.6%
53.1%
45.0%

42 Advancement criteria understood

54.4%
49.1%
41.3%

43 Can stay at same level

59.8%
51.8%
43.1%

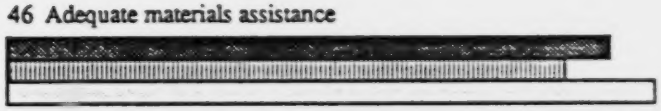
44 Challenging CLP criteria

50.9%
35.7%
26.6%

45 Clear evaluation standards

58.2%
51.2%
47.0%

46 Adequate materials assistance



45.7%
42.1%
48.0%

47 Outside advancement opportunities

71.4%
58.7%
48.9%

Table 8 (Continued)

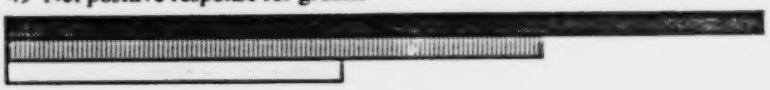
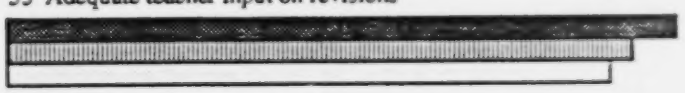
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
CAREER LADDER PLACEMENT (continued)		
48 Teachers involved in CLP development		53.1% 51.8% 49.0%
49 Net positive response for greater		56.1% 39.9% 25.2%
50 Clear personnel criteria		35.6% 30.9% 26.0%
51 Higher responsibilities appropriate		70.7% 53.9% 45.6%
52 Adequate number of trained personnel		54.7% 44.4% 37.1%
53 Adequate teacher input on revisions		50.8% 45.8% 44.4%

Table 9

Response Profile of Percentage Agree with Specific Research Components by Hours of Inservice Development

= percentage agree who received from 0 to 4 hours of inservice

= percentage agreewho recieved 5 or more hours of inservice

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

GENERAL CAREER LADDER CONCEPTS

14 Attracts high quality people — 41.7% / 59.0%

15 Retain most competent teachers — 33.0% / 49.7%

16 Will improve instruction — 43.5% / 67.8%

17 Student progress improve — 37.1% / 62.9%

18 Encourage teacher cooperation — 22.1% / 42.6%

19 Improve teacher morale — 19.8% / 28.6%

20 Improve perceived professional status — 43.7% / 59.7%

Table 9 (Continued)

Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
GENERAL CAREER LADDER CONCEPTS (continued)		
21 Money rewards available		62.7% 74.3%
22 Intrinsic reward available		35.8% 52.0%
23 Goals clearly communicated		49.1% 60.9%
STAFF DEVELOPMENT AND TRAINING CONCEPTS		
24 Received adequate inservice		38.9% 66.2%
25 Administrators well trained		44.6% 63.5%
26 Peer evaluators well trained		39.9% 64.1%
27 Adequate teacher skills resources		56.1% 67.3%

Table 9 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item	
TEACHER EVALUATION SYSTEM CONCEPTS	
28 Performance levels clearly defined	56.3% 67.0%
29 Administrators evaluate fairly	58.2% 70.7%
30 Consistent evaluation procedures	40.3% 56.0%
31 Evaluation time sufficient	44.7% 60.9%
32 Time worth benefits gained	33.3% 56.4%
33 Correct achievement emphasis	48.0% 62.8%
34 Student outcomes reflect performance	31.6% 46.9%

Table 9 (Continued)

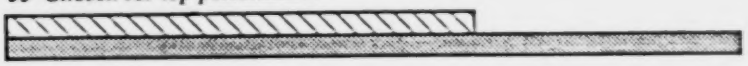
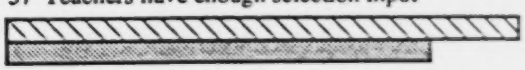
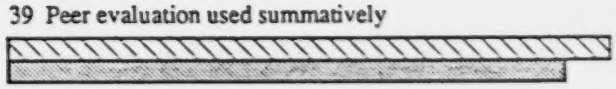
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
PEER EVALUATION CONCEPTS		
35 Chosen for top performance		35.9% 56.0%
36 Well trained evaluators		47.1% 67.0%
37 Teachers have enough selection input		38.9% 31.7%
38 Peer evaluation used formatively		39.6% 55.6%
39 Peer evaluation used summatively		45.4% 41.3%
40 Staff cooperation encouraged		31.0% 56.0%

Table 9 (Continued)

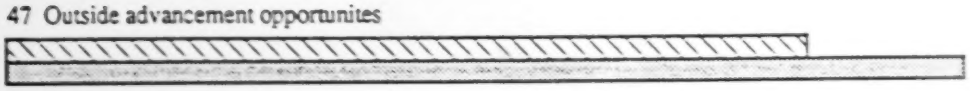
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
CAREER LADDER PLACEMENT CONCEPTS		
41 Fair appeal process		50.9% 64.6%
42 Advancement criteria understood		48.2% 58.2%
43 Can stay at same level		51.9% 63.7%
44 Challenging CLP criteria		36.3% 53.2%
45 Clear evaluation standards		52.6% 56.1%
46 Adequate materials assistance		41.5% 50.4%
47 Outside advancement opportunites		60.3% 71.4%

Table 9 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

CAREER LADDER PLACEMENT CONCEPTS (continued)

48 Teachers involved in CLP placement

51.2%
57.8%

49 Net positive response for greater responsiblity vs. release time

40.7%
58.0%

50 Clear personnel criteria

29.8%
40.1%

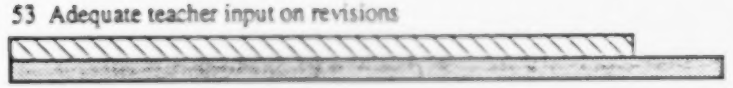
51 Higher responsibilities appropriate

56.2%
69.0%

52 Adequate number of trained personnel

45.8%
55.2%

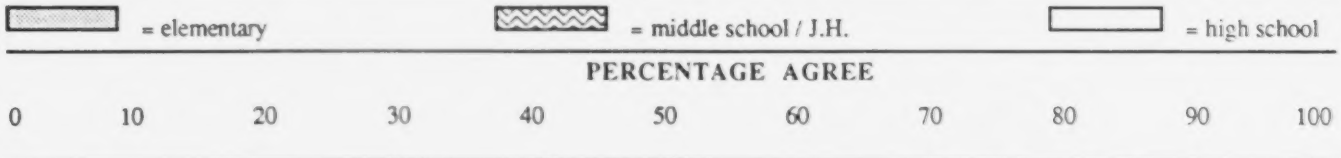
53 Adequate teacher input on revisions



47.0%
52.5%

Table 10

Response Profile of Percentage Agree with Specific Research Components by School Level



Item			
GENERAL CAREER LADDER CONCEPTS			
14 Attracts high quality people	48.6%	49.8%	38.0%
15 Retain most competent people	38.1%	42.4%	31.0%
16 Will improve instruction	50.6%	54.7%	44.0%
17 Student progress improve	44.9%	47.4%	38.6%
18 Encourage teacher cooperation	28.0%	30.7%	23.3%
19 Improve teacher morale	22.9%	23.5%	19.0%
20 Improve perceived professional status	49.2%	51.7%	43.9%

Table 10 (Continued)

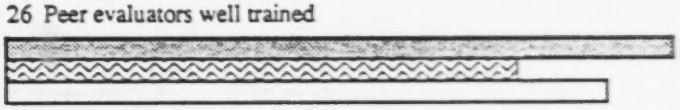
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
GENERAL CAREER LADDER CONCEPTS (continued)		
21 Money rewards available		67.6% 64.1% 61.5%
22 Intrinsic reward available		42.3% 41.6% 33.6%
23 Goals clearly communicated		54.1% 50.6% 49.6%
STAFF DEVELOPMENT AND TRAINING CONCEPTS		
24 Recieved adequate inservice		49.2% 42.5% 47.0%
25 Administrators well trained		55.4% 47.2% 43.5%
26 Peer evaluators well trained		50.7% 38.6% 44.4%
27 Adequate teacher skills resources		62.6% 59.7% 53.2%

Table 10 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

TEACHER EVALUATION SYSTEM CONCEPTS

28 Performance levels clearly defined

64.3%
57.6%
49.4%

29 Administrators evaluate fairly

66.6%
62.1%
51.6%

30 Consistent evaluation procedures

48.4%
45.1%
36.4%

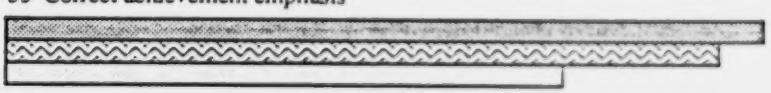
31 Evaluation time sufficient

54.8%
46.1%
41.9%

32 Time worth benefits gained

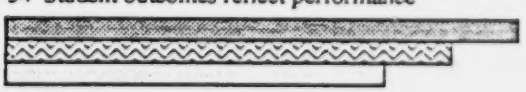
42.8%
40.8%
33.9%

33 Correct achievement emphasis



56.5%
53.8%
42.1%

34 Student outcomes reflect performance



39.0%
34.5%
28.2%

Table 10 (Continued)

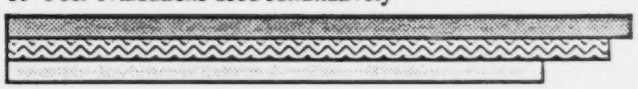
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)			
PEER EVALUATION CONCEPTS				
35 Chosen for top performance		47.8%	37.1%	32.3%
36 Well trained evaluators		58.4%	46.8%	46.4%
37 Teachers have enough selection input		41.2%	37.8%	28.6%
38 Peer evaluations used formatively		52.9%	41.0%	34.1%
39 Peer evaluations used summatively		47.1%	44.5%	40.5%
40 Staff cooperation encouraged		41.0%	36.8%	30.2%

Table 10 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

CAREER LADDER PLACMENT CONCEPTS

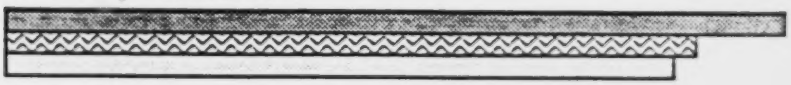
41 Fair appeal process

57.8%
54.8%
50.8%

42 Advancement criteria understood

53.1%
49.6%
47.5%

43 Can stay at same level



58.7%
51.2%
49.9%

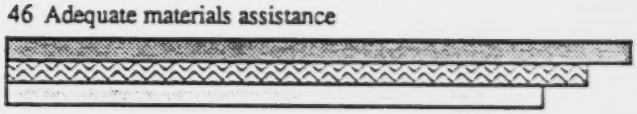
44 Challenging CLP criteria

44.6%
43.2%
31.8%

45 Clear evaluation standards

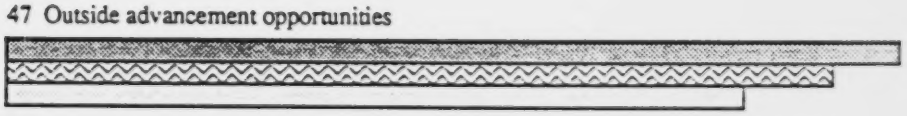
56.7%
53.9%
47.0%

46 Adequate materials assistance



46.5%
43.2%
40.2%

47 Outside advancement opportunities



67.3%
62.6%
55.4%

Table 10 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

CAREER LADDER PLACEMENT (continued)

48 Teachers involved in CLP development

56.6%
52.8%
45.6%

49 Net positive response for greater

46.9%
49.4%
39.3%

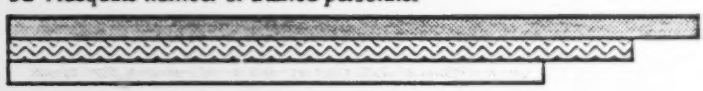
50 Clear personnel criteria

35.8%
32.2%
27.3%

51 Higher responsibilities appropriate

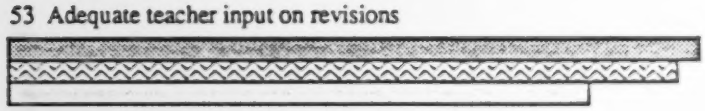
64.8%
57.8%
50.2%

52 Adequate number of trained personnel



52.7%
45.5%
40.9%

53 Adequate teacher input on revisions



51.5%
48.4%
42.7%

Table 11

Response Profile of Percentage Agreement

With Specific Reasearch Components by Teacher/Administrator Comparisons

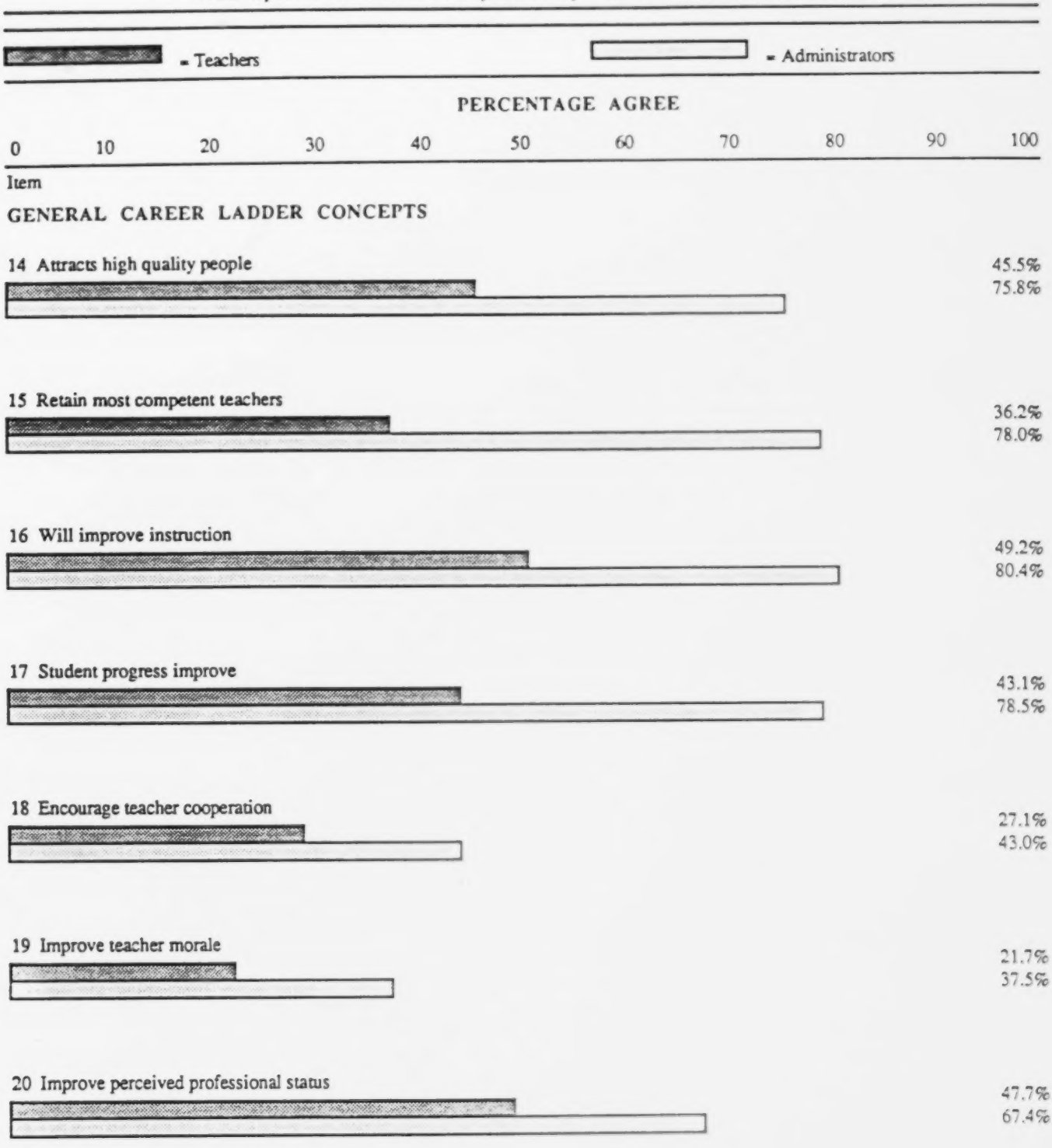


Table 11 (Continued)

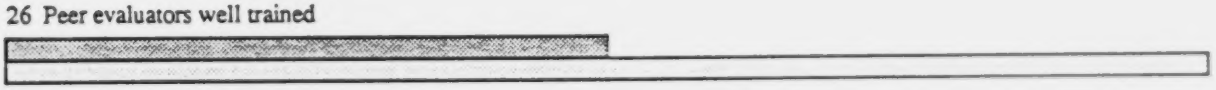
Item	PERCENTAGE AGREE (0 10 20 30 40 50 60 70 80 90 100)	
GENERAL CAREER LADDER CONCEPTS (continued)		
21 Money rewards available		65.0% 83.7%
22 Intrinsic reward available		39.4% 61.5%
23 Goals clearly communicated		51.5% 84.3%
STAFF DEVELOPMENT AND TRAINING CONCEPTS		
24 Received adequate inservice		46.4% 77.0%
25 Administrators well trained		50.1% 73.8%
26 Peer evaluators well trained		45.8% 89.5%
27 Adequate teacher skills resources		59.2% 81.4%

Table 11 (Continued)

PERCENTAGE AGREE

0 10 20 30 40 50 60 70 80 90 100

Item

TEACHER EVALUATION SYSTEM CONCEPTS

28 Performance levels clearly defined

58.7%
81.7%

29 Administrators evaluate fairly

61.2%
89.0%

30 Consistent evaluation procedures

44.1%
72.3%

31 Evaluation time sufficient

49.2%
72.3%

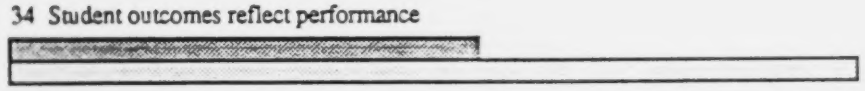
32 Time worth benefits gained

39.5%
68.2%

33 Correct achievement emphasis

51.8%
75.6%

34 Student outcomes reflect performance



34.9%
63.1%

Table 11 (Continued)

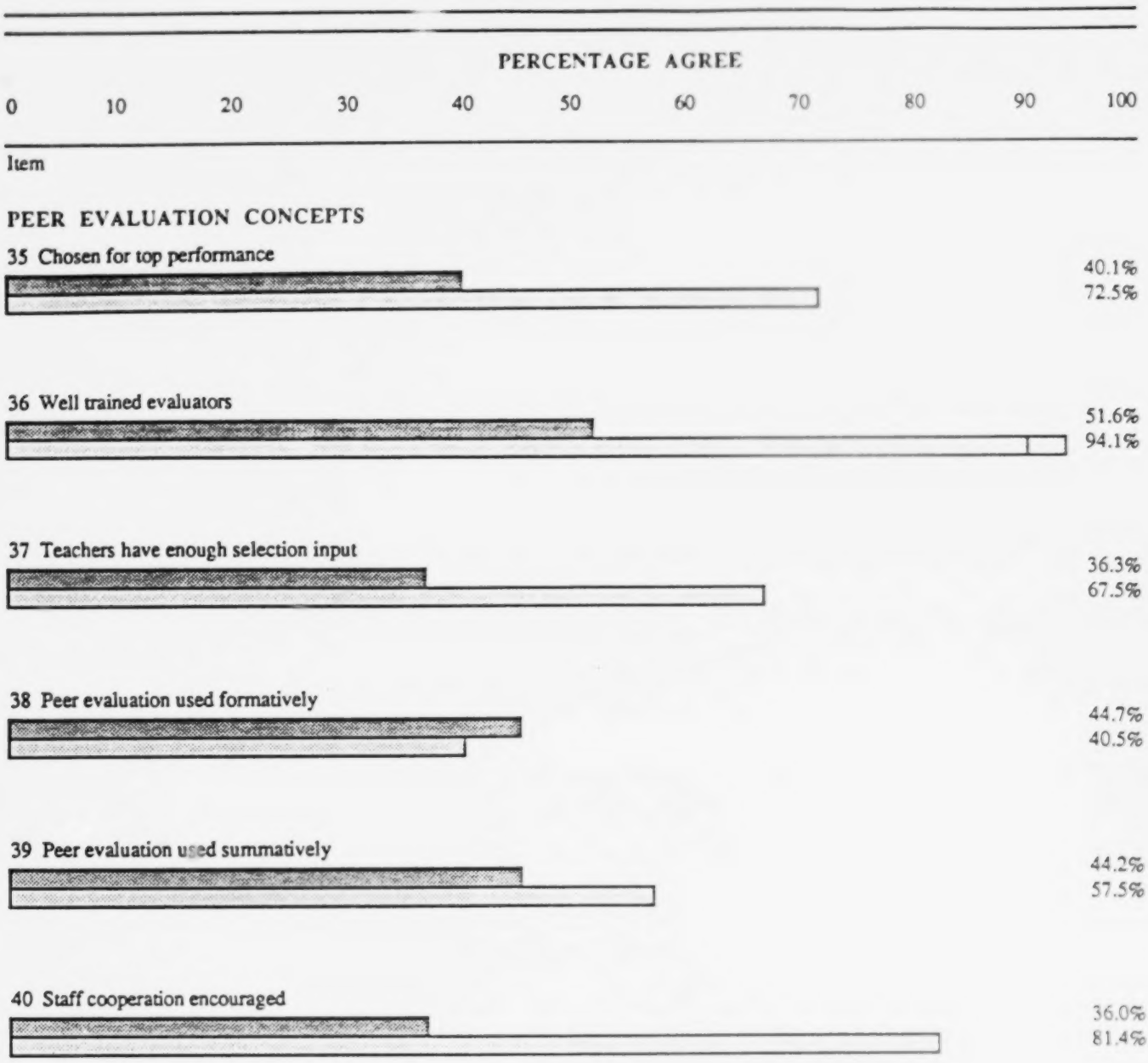


Table 11 (Continued)

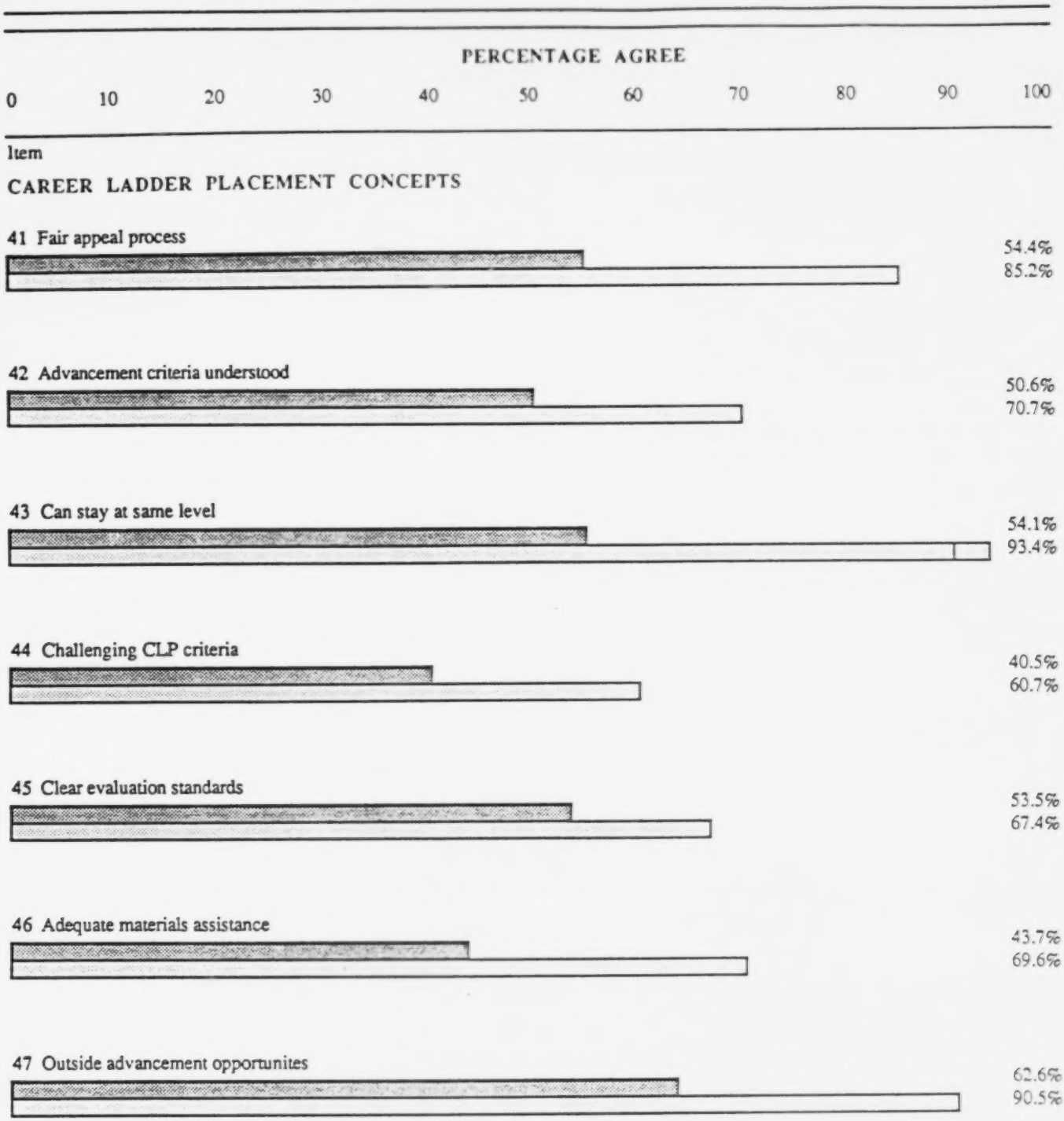


Table 11 (Continued)

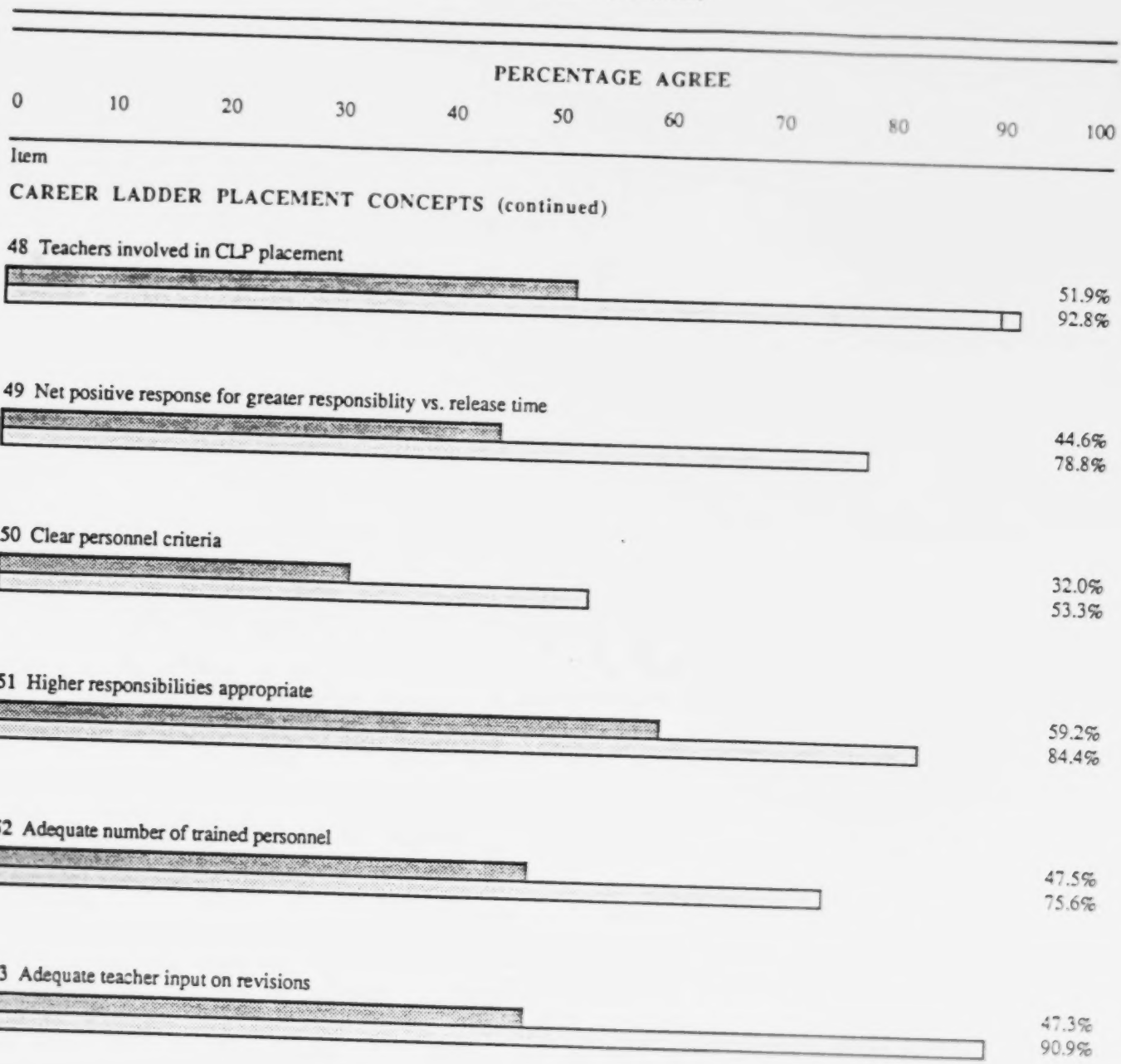


Table 12

Organizational Climate Subscales Stratified within Selected Demographic Characteristics

	Gen. Mean	Staff Mean	Teach. Eval. Mean	Peer Eval. Mean	CLP Con. Mean	Clim. Mean	Grand Mean
Teachers / applied for CLP	2.724	3.258	3.301	4.049	3.234	3.129	3.262
Teachers / did not apply for CLP	2.077	3.106	2.911	3.677	2.933	3.021	2.928
Teachers / already placed on CLP	2.744	3.178	3.010	4.177	2.978	3.036	3.179
1-7 years teaching experience	2.641	3.281	3.230	4.139	3.198	3.098	3.240
8 - 25 years teaching experience	2.355	3.099	2.946	3.841	2.939	3.034	3.016
Over 25 years teaching experience	2.226	3.148	2.996	3.461	2.905	2.970	2.934
Teachers	2.424	3.154	3.035	3.915	3.021	3.038	3.076
Administrators	2.985	3.344	3.238	4.158	3.264	3.587	3.417
Elemeantary	2.489	3.231	3.103	4.093	3.101	3.118	3.170
Secondary	2.428	3.101	3.004	3.740	2.957	2.998	3.015
Composite Means Pooled Across Demographics	2.465	3.173	3.057	3.937	3.037	3.065	3.102

MEAN - Range = 1.000 - 4.000

Values from 1.000 - 2.500 = Generally Negative
Values from 2.501 - 4.000 = Generally Positive

Table 13

Educator Perceptions of Organizational Climate Items

by Percentage Agreement and Total means

for 1986, 1987 Data Cycles

SURVEY STATEMENT	PERCENT AGREE				PERCENT DISAGREE				MEAN SCORE	
	1986	1987	1986	1987	1986	1987	1986	1987	1986	1987
	SA		MA		MD		SD			
Climate Perceptions										
Belonging	40.3	37.8	42.2	36.6	10.8	11.0	6.8	10.3	3.159	3.144
Successful	55.0	54.3	35.5	33.5	5.9	4.9	3.6	4.0	3.419	3.481
Being Rewarded	19.3	20.6	39.2	38.4	24.7	22.0	16.9	15.5	2.608	2.748
Work Has Clear Purpose	53.4	58.6	36.5	29.6	6.5	5.7	3.5	2.9	3.398	3.536
Job Has functional Importance	56.0	50.8	33.6	35.6	7.0	6.6	3.4	3.4	3.422	3.444
Cooperative Work Environment	40.8	40.4	43.0	39.0	11.0	10.8	5.2	6.2	3.194	3.243
Good Leadership Models	30.8	34.0	43.3	37.5	15.9	15.8	10.1	8.8	2.948	3.086
Free From Excessive Stress	12.2	12.2	31.3	28.8	27.0	27.8	29.4	28.0	2.264	2.346
Goals Communicated	24.5	24.4	47.2	43.9	20.0	19.6	8.3	8.1	2.879	2.967
Get Progress Feedback		17.9		41.4		24.6		10.9		2.818
Secure in Job Status		50.5		33.1		8.0		5.2		3.385
Strong Social Network		22.9		40.1		22.1		10.4		2.888
Communication Level Feels Good		20.7		40.3		23.4		12.0		2.809
Composite Climate									3.032	3.069

CODE:

SA = Strongly Agree MA = Moderately Agree MD = Moderately Disagree SD = Strongly Disagree

EXHIBIT A

Arizona Career Ladders

Research & Evaluation Project • Center for Excellence in Education • Northern Arizona University

Dear Professional Educator:

The Arizona Career Ladder Research and Evaluation Center has been assigned the task of conducting research regarding the success of approved districts in the development of their unique career ladder pilot programs. We are very pleased to be able to do this, particularly since the State Legislature has allowed time to determine the kinds of models which work well in attracting, retaining and motivating high quality professionals.

We need your help in determining how you see various aspects of your district's career ladder plan. You will be asked to do this only once a year! The results will be used for the purpose of assisting your district in improving its program and for the Research Center to report on the results of the Arizona Pilot Career Ladder Project to the Joint Legislative Committee on Career Ladders.

Your response is confidential and your school and district name will not be used in reporting the findings. Please return this survey to the person designated by your district's career ladder coordinator as stated on the cover instruction sheet.

Please view this survey as an opportunity to express your perceptions in a confidential manner. It is not necessary to respond to any questions which make you feel uncomfortable, but remember that your perceptions count!

YOUR PERCEPTIONS ARE JUST AS VALUABLE WHETHER OR NOT YOU INTEND TO PARTICIPATE IN THE CAREER LADDER OPTION

THANK YOU!

Sincerely,

Dr. Lawrence M. Aleamoni, Professor & Director of Instructional Research & Development, U of A

Dr. Louann A. Bierlein Research Associate, NAU

Dr. G. C. Helmstadter, Professor & Director of School Personnel Evaluation & Learning Laboratory, ASU

Dr. Richard D. Packard, Professor of Research, Foundations & Administration, NAU

Dr. Richard D. Packard, Manager • P. O. Box 5774 Northern Arizona University • Flagstaff, AZ 86011

DEMOGRAPHIC INFORMATION

All School District Certificated Personnel

INSTRUCTIONS: First, place the code for your school on the answer sheet. Next, select one item per question which best describes you or your position and fill in the correct location on the answer sheet. Please respond to the two sections which relate to your position.

A. District and School Code (find correct code from cover sheet and place in first four spaces of box labeled Social Security Number on answer sheet).

1. School Level at which you primarily work:
   A) Elementary B) Middle/ Junior High School; C) High School D) DNA

2. Position in District:
   A) Classroom Teacher C) Counselor E) Building Level Administrator
   B) Librarian D) Other Resource Personnel F) Central Office Administrator

3. Gender (optional):
   A) Female B) Male

4. Ethnicity (optional):
   A) Anglo C) Native American E) Asian
   B) Hispanic D) Black F) Other

5. Degree:
   A) Bachelors C) Masters E) Doctorate
   B) Bachelors + D) Masters +

6. Hours of district inservice received on the entire Career Ladder Program (e.g., evaluation instrument, criteria (EEI), procedures, portfolio development, CLP placement, criteria for upward mobility, etc.)
   A) 0 hours C) 5-8 hours E) 13 or more hours
   B) 1-4 hours D) 9-12 hours

Teachers & Other Instructional Personnel only (Administrators please skip to #12)

7. Number of years total as a teacher in the profession:
   A) 1- 3 years C) 8-15 years E) Over 25 years
   B) 4-7 years D) 16-25 years

8. I have been placed on my district's CLP.
   A) Yes B) No C) No CLP Placement has occurred

9. If you have not done so already, in the future do you intend to apply for the career ladder program:
   A) Yes B) No C) DNA since already applied to CLP

10. Number of formal & informal evaluation observations received this school year for the Career Ladder Program:
    A) 0 C) 4-6 D) 10 or more
    B) 1-3 D) 7-9 E) DNA - too early in CLP

11. Who conducted your Career Ladder evaluation observations this school year?
    A) Building admin. only C) Building + Central admin. only E) Other combination
    B) Building admin + peer evaluators D) Building + Central admin. + peer evaluators F) DNA- too early in CLP

Administrators, Supervisors, etc., only

12. Number of years in district as an administrator:
    A) Under 3 years C) 8-15 years E) Over 25 years
    B) 3-7 years D) 16-25 years

13. How many teachers have you been assigned to evaluate this year for the Career Ladder Program?
    A) 1-10 C) 21-30 E) 41 or more
    B) 11-20 D) 31-40 F) DNA - too early in CLP

PERCEPTION ASSESSMENT SCALE

Using the Rating Scale shown below, please choose the response which best describes the way you feel about the concept expressed by each statement. Please respond to each statement in relation to the Career Ladder Program in your specific district, not career ladder districts in general. Indicate your selection by filling in the appropriate space on the answer sheet.

Please darken these letters with a #2 pencil on the answer sheet to reflect your perceptions:

Rating Scale

A = Strongly Agree
B = Moderately Agree
C = Moderately Disagree
D = Strongly Disagree
E = Does Not Apply or Too early in CLP

A. General Career Ladder Concepts:

14. The Career Ladder Program (CLP) will attract high quality people into the teaching profession . . . . . A B C D E
15. The Career Ladder Program (CLP) will retain the most competent teachers in the classroom . . . . . A B C D E
16. The Career Ladder Program (CLP) will improve instruction . . . . . A B C D E
17. The Career Ladder Program (CLP) will improve student academic progress. . . . . A B C D E
18. The CLP encourages cooperation among teachers. . . . . A B C D E
19. The CLP will improve teacher morale . . . . . A B C D E
20. The CLP will improve the professional status of teachers in the eyes of the public. . . . . A B C D E
21. Monetary rewards available through the CLP are viewed as a significant incentive. . . . . A B C D E
22. Intrinsic rewards (personal satisfaction) available through the CLP are viewed as a significant incentive. . . . . A B C D E
23. The district's career ladder goals and objectives have been clearly communicated to teachers. . . . . A B C D E

B. Staff Development and Training Concepts

24. I have received adequate inservice on the CLP teacher evaluation system. . . . . A B C D E
25. Administrators are well trained in the CLP evaluation system. . . . . A B C D E
26. Peer Evaluators are well trained in the CLP evaluation system (if used). . . . . A B C D E
27. The district provides adequate resources to help teachers gain the skills required for advancement on the ladder. . . . . A B C D E

C. Teacher Evaluation System Concepts

28. The evaluation instruments clearly define the various levels of teaching performance. . . . . A B C D E

29. I feel that administrators evaluate teaching performance fairly for placement on the ladder. . . . . A B C D E

30. The CLP evaluation procedures are structured in such a manner to insure consistency among evaluators. . . . . A B C D E

31. The amount of time evaluators spend observing teachers is sufficient to ensure proper placements on the ladder. . . . . A B C D E

32. Time required for the CLP evaluation process is worth the benefits gained. . . . . A B C D E

33. An appropriate amount of emphasis is placed on student achievement and its relation to my CLP evaluation . . . . . A B C D E

34. Student Outcomes required by the CLP are a good reflection of my teaching performance . . . . . A B C D E

D. Peer Evaluation Concepts (Please select (E) for Does Not apply if your district does not use peers in the CLP evaluation)

35. Peer evaluators have been selected on the basis of their superior qualifications. . . . . A B C D E

36. Peer evaluators are well trained in CLP evaluation procedures. . . . . A B C D E

37. Teachers have sufficient input in the selection of the peer evaluators involved in their evaluation. . . . . A B C D E

38. Peer evaluation is only being used formatively (to assist teachers in the improvement of instruction). . . . . A B C D E

39. Peer evaluation is only being used summatively (to make decisions about placement in the CLP). . . . . A B C D E

40. I believe peer evaluation in my district encourages cooperative staff efforts. . . . . A B C D E

E. Career Ladder Placement Concepts

41. The CLP includes a fair appeal process for disagreements over placement on the ladder. . . . . A B C D E

42. Teachers clearly understand what is expected of them in order to advance on the ladder. . . . . A B C D E

43. Teachers can feel comfortable about choosing to remain at the same level on the ladder. . . . . A B C D E

44. The criteria for career ladder levels are challenging enough so that only the most competent teachers advance. . . . . A B C D E

45. The CLP clearly specifies standards for judging the contents of material submitted for CLP evaluation (portfolio, growth plan, etc.) . . . . . A B C D E

46. Adequate assistance is being provided to teachers regarding the development of materials submitted for CLP evaluation. . . . . A B C D E

47. Our CLP provides teachers with opportunities for continued advancement without leaving the classroom on a full-time basis. . . . . A B C D E

48. Teachers are adequately involved in the development of the district career ladder program. . . . . A B C D E

49. The positive effects of higher level responsibilities (teacher mentor, etc.) outweigh the possible disadvantages of being released part-time from classroom assignments. . . . . A B C D E

50. Clear criteria for CLP participation have been established for personnel whose job description differs from a regular classroom teacher. . . . . A B C D E

51. Higher level responsibilities in the CLP are appropriate assignments for those teachers selected for advancement. . . . . A B C D E

52. The district has an adequate number of trained personnel to effectively place candidates on the career ladder. . . . . A B C D E

53. The district has established a means for adequate teacher input concerning possible revisions. . . . . A B C D E

F. Organizational Climate Survey The following questions are designed to assess teacher perceptions of general organizational climate.

54. I have a feeling of belonging. . . . . A B C D E

55. I have feelings of being successful in my job assignment. . . . . A B C D E

56. I have a feeling of being rewarded for a job well done. . . . . A B C D E

57. I feel my work has a clear purpose . . . . . A B C D E

58. I am consistently provided knowledge of progress. . . . . A B C D E

59. I am provided a cooperative working environment. . . . . A B C D E

60. I am provided good leadership models. . . . . A B C D E

61. I work in an environment free from excessive stress. . . . . A B C D E

62. I feel my job has functional importance to the organization . . . . . A B C D E

63. I feel secure about my job status. . . . . A B C D E

64. Organizational goals are clearly communicated. . . . . A B C D E

65. I feel there is a strong social network in my organization. . . . . A B C D E

66. I feel good about the communication level in my organization. . . . . A B C D E

REQUEST FOR WRITTEN COMMENTS

Please respond to the following open-ended questions in reference to your district. Because the responses to these questions will be tabulated separately, please provide the following demographic information once again.

1. Name of District _____ School _____ Code _____
2. Are you on the CLP or if too early for your district, have you applied? ___ (yes) ___ (no) ___ (DNA - Admin.)
3. Years of service in teaching profession: ____ (1-3) ____ (4-7) ____ (8-15) ____ (16-25) ____ (over 25)

A. Please describe the major strength(s) of your district career ladder program.

B. Please describe the area(s) of your career ladder program which need improvement.

C. District: Please describe the area(s) of your District's Organizational Climate which are the strongest and those areas which need improvement

D. School: Please describe the area(s) of your School's Organizational Climate which are the strongest and those areas which need improvement.